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ABSTRACT

The Connecticut State Council on Vocational-Technical Education made recommendations to improve education that would help students prepare for the work force. The council evaluated the following: its belief statement; the Connecticut economy; the state's ability to support technical jobs; and education and training for work in Connecticut, including both the Carl Perkins Act and the Job Training Partnership Act (JTPA) programs and coordination of the two programs. The council's 18 recommendations included the following: (1) the state should put more resources into informing districts about state-purchased applied curricula; (2) the Connecticut Department of Education should provide additional guidance and support to school districts as they choose and put into use technology, promote the school and work connection, make available sufficient financial support to the Total Quality Institute for all interested schools, revise standards for guidance counselors to include a substantial background in the state economy and labor market, and allocate more resources to improving the teaching of math and science; (3) the Connecticut Employment and Training Commission should adopt systematic coordination of JTPA and educational resources as a clear state policy priority; and (4) the Department of Labor should develop a technical assistance program for service delivery areas as they implement the new JTPA amendments. (Appendixes include data on Carl Perkins budgeting and JTPA participation.) (YLB)

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PERSPECTIVES ON EDUCATION

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A Report of the Connecticut State Council on Vocational-Technical Education

1993

CE 064 258

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COUNCIL MEMBERSHIP

The State Council draws its membership from business, labor and educational organizations. Members are appointed by the Governor for three-year terms and are authorized to hire the staff necessary to carry out the Council functions.

At the present time the Council has eleven members and is awaiting two new gubernatorial appointments from the private sector. The Council Membership includes:

Dr. David Burnett,
Assistant Director of Employee Resources,
Pfizer Research,
Groton

Jacqueline Dooley, Secretary
Chair of the Board of Assessors,
Roxbury

Dr. Merle Harris, Vice Chair
President, Charter Oak State College,
Farmington

Lauren Weisberg Kaufman, Chair,
Director, Education and Training Policy,
CBIA
Hartford

Dr. John LeConche, President
Briarwood College,
Southington

Lawrence McClure,
Vice President for Human Resources,
Pratt & Whitney,
East Hartford

David Pinsky, Professor Emeritus,
University of Connecticut,
Storrs

Robert Ruggiero, Principal
Lake Grove at Durham,
Durham

Adeline Solomon,
National Vice President,
Women's American ORT,
West Hartford

Thomas Sportini, Director,
Joint Apprentice Training Committee,
Local Union #488, I. B. E. W.,
Bridgeport

Carl Swartz, Professor
Three Rivers Community/Technical College
Norwich

Anne Wingate, Executive Director
Canton

PERSPECTIVES ON EDUCATION

A Report of the Connecticut State Council on Vocational-Technical Education
60 Lorraine Street, Hartford, Connecticut 06106 Telephone: 203 232-1961
April, 1993

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THE STATE COUNCIL

The federal government requires all states that receive federal vocational education funds under the Carl D. Perkins Vocational and Applied Technology Education Act to create a Council.

The Connecticut State Council is appointed by the Governor and consists of thirteen members: seven representing business and labor and six representing educational interests.

Connecticut receives approximately $9.3 million from the federal government for vocational education programs. The Department of Education, which admininisters the funds, writes a State Plan to detail how the money will be spent.

Council Role

As an independent group outside the state Department of Education, the Council has a number of functions, such as:

1) Advising the department on development of the State Plan;
2) Making recommendations on policies to strengthen vocational education;
3) Involving the private sector in suggestions to modernize vocational education;
4) Analyzing and reporting on the distribution of funds for vocational education programs and on the availability of activities and services within the state;
5) Advising on the establishment of evaluation criteria for programs;
6) Reporting on whether members of special populations have equal access to programs;
7) Analyzing and reviewing Department of Corrections' educational programs;
8) Producing a biennial report in which the Council:
   -Evaluates whether programs meet the needs of the economy in the state;
   -Determines whether programs under the Carl Perkins Act and the Job Training Partnership Act (JTPA) achieve the purposes of the two Acts;
   -Evaluates the coordination between the two Acts;
   -Comments on the adequacy of State action in implementing the State Plan;
   -Recommends ways for the vocational education system and the job training system to coordinate better at the State and local levels.

The Council is directed to advise the Governor, the State Board of Education, the Connecticut Employment and Training Commission and the Secretaries of Labor and Education about its evaluations, findings and recommendations.

EXECUTIVE SUMMARY

The Connecticut economy is in the process of making a series of major adjustments:

1) The decline in defense spending has created a loss of jobs in defense industries;
2) There is a decline in contracts in the commercial aerospace industry, which has led to layoffs;
3) The insurance and financial industries are restructuring to improve their profitability, leading to a loss of jobs;
4) Hundreds of other businesses, from sub-contractors to retail stores are dependent upon the health of our major industries and, consequently, are also suffering.

Simultaneously with this decline in employment in traditional industries, other businesses in the state are trying to start up or expand.

The labor market is changing so quickly, so often, that it is difficult for educational policy makers to determine, with much degree of confidence, exactly what direction to go.

The Council believes that although our educational system has begun to recognize the magnitude of the change that must occur, there is still a long path to travel.

Our recommendations for this year are as follows:

Recommendations:

1) The Council believes that applied curricula incorporate the best strategies from academic and "hands on" learning and recommends that the state put more resources into informing districts about the state-purchased curricula. More support should be given to other local efforts at building new curricula by providing more opportunities for educators to share their knowledge and experiences.

2) The Council strongly supports the SCANS skills and recommends that the State Department of Education provide guidance to school districts on how the five competencies can be incorporated into K-12 curricula. This could be through workshops and/or sharing information about successful models in Connecticut or out-of-state schools.

3) The Council recommends that the State Department of Education provide additional guidance and support to school districts as they choose technology and put it into use. This could be in the form of workshops,

written information and sharing of successful models. The Council recommends that professional organizations that deal with teachers, administrators, Board of Education members and parents stress the importance of the purchase and proper use of technical tools.

4) The Council strongly recommends that the state Department of Education:

-Provide incentives to schools to involve all of their 11th and 12th grade students in programs that allow them to combine their studies with activities outside school;

-Organize workshops and provide information about successful models;

-Create a commission to design a youth apprenticeship model for adoption by local districts;

-Supplement the Carl Perkins funding for "tech prep" programs and circulate information about successful models.

5) The Council recommends that the State Department of Education make available to school districts information about differences in learning styles and share information about models that take such differences into account.

6) The Council recommends that:

- The Department of Education's effort to make the 10th grade test a performance-based test continue to be pursued and that the state also identify ways to make the results of the tests an important part of each student's high school record, which could be consulted by both employers and colleges.

-The Department of Education continue to work on better assessment tools and provide information about successful models to local districts.

7) The Council recommends that the State Department of Education and professional organizations in the state publicize the findings and recommendations of the Commission on Excellence in Education for Connecticut so that parents and local school board members understand the changes that must be made to education in the state.

8) The Council is strongly in support of the effort to make information about total quality education available to schools in the state and recommends that the state Department of Education make enough financial support available to the Total Quality Institute so that staff can work quickly with all interested schools.

9) The Council recommends that the state Department of Education review the Developmental Guidance and Counseling Curriculum to determine whether it provides enough information about the economy of Connecticut. In addition, the Department should increase its efforts to have the curriculum adopted by local districts.

10) During the deliberations of the recent Task Force on Technical Education, the Task Force members were told that the standards for guidance counselors in the state do not require a background in knowledge about the economy or the labor market in Connecticut. The Council recommends that the state Department of Education revise the standards to include a substantial background in these areas.

11) The Council recommends that the Departments of Education and Higher Education:

- -Allocate more resources to improving the teaching of math and science at all levels;
- -Analyze the process by which non-technical programs are offered by institutions and chosen by students to determine whether the process makes sense in terms of the state's economic goals;
- -Allocate more resources to programs that will support the state's goal of increasing technically-based industries in the state.

12) Systematic coordination of JTPA and education resources should be a clear state policy priority adopted by the Connecticut Employment and Training Commission. The Departments of Education and Higher Education should require that vocational-technical schools and community/technical colleges make programs and services available to JTPA clients.

13) The state should implement the regional Work Force Development Boards as quickly as possible. Specific links should be established between the Boards and the regional Economic Development Boards now being created. Representatives of local school districts and regional vocational-technical schools should be active participants on the Work Force Development Boards.

14) The state Department of Labor should develop a technical assistance program that can provide necessary support to the Service Delivery Areas (SDA's) as they begin to implement the new JTPA amendments.

15) The state's Human Services Cabinet should require state agencies to eliminate or modify operating procedures and policies that inhibit coordination of service delivery at the local level.

16) The Connecticut Employment and Training Commission and the Governor should clarify state policy concerning the strategic use of JTPA and vocational and technical training funds to meet the state's economic goals.

17) Local Job Service and Job Center offices in Connecticut should link their programs to local JTPA activites and vocational education efforts, with oversight provided by the Regional Work Force Development

Boards. The annual Wagner-Peyser planning process should be used to ensure the Job Service delivery system is integrated with all education and training programs in the region.

18) Education and training services in JTPA should aim at helping clients achieve the skills necessary to succeed at the state's 10th grade mastery test.

STATE COUNCIL BELIEF STATEMENT

The **mission** of the State Council is to advocate for improvements in education that will help students prepare for the work force.

The **vision** of the State Council is that every student will leave school prepared to be a productive member of a technically-oriented, high performance economy.

Background

Recognizing that almost every student in our educational institutions will eventually be in the labor force, the State Council believes that the state's educational system should ensure that every graduate bring to a job **the knowledge and skills to make a successful beginning, as well as the ability to go on learning as job demands change.**

The Council also recognizes that for many jobs in our economy, **successful beginnings and continued learning require different skills, and higher level skills, than in the past.**

The Council believes that for Connecticut to reach its social and economic goals, **our work force must have education and training equal to, or better than, any in the world.**

The Council supports the concepts in Connecticut's Common Core of Learning and believes that there are new practices in education that could help students reach these goals, as well as achieve "successful beginnings" in the world of work.

The Council believes that:

1) **All students should have the opportunity to learn in context through the use of applied, "hands on" curricula.**

2) **All students should have the opportunity to learn work skills, including appropriate behavior in the work place, working cooperatively with others, applying statistical analyses and using the tools of problem solving and decision making.**

3) **All teachers and students should know how to use technology: computers, scientific calculators, video equipment, laser disks and presentation software. The use of such tools should be fully integrated into the entire curriculum.**

4) **All students should have the opportunity to connect their studies to the work place through programs, such as "tech prep", community projects, internships, and youth apprenticeships.**

5) All students should be taught with curricula and methods that recognize that individuals tend to learn in different, but equally valid, ways.

6) All students should have the opportunity to have their knowledge assessed by performance .

7) All students have the right to know that they are being asked to do excellent work.

8) All students should have the opportunity to be in schools that are striving to improve their organization and management, such as with total quality education concepts.

9) All students should be in schools that understand and teach about the economy of the state.

10) All students should be in schools in which administrators and teachers are leaders for change.

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WHY THESE BELIEFS?

Why has the State Council chosen these beliefs as important? We believe that our education system must change to meet the demands of an economy that is dependent upon succeeding in a global market-place.

Other countries are convinced that their ability to prosper depends upon how well their young people are educated. This country, however, has been slow to recognize the close connection between K-12 education and the economic health of the society.

We think that each of the beliefs gets to the heart of the changes that must occur in our education system, if it is to meet the needs of a changing society and economy.

The Council believes that all graduates of our education system must bring to their work **the knowledge and skills to make a successful beginning, as well as the ability to go on learning as job demands change.**

Being able to succeed at one's chosen work is certainly not the only measure of success in life, but it is an important value for most individuals and certainly essential if the society is to meet its economic and social goals.

The work that individuals do will change over their lifetimes and staying successfully employed will require great flexibility and a determination to be entrepreneurial in developing one's skills.

THE MEANING OF THESE BELIEFS TO THE COUNCIL

1) All students should have the opportunity to learn in context through the use of applied, "hands on" curricula.

There is a growing belief among educators that we all learn best when we can connect what we are trying to learn to what is going on in our lives.

Although this seems like a simple concept, most curricula have actually been based on the belief that learners needed to memorize pieces of information as building blocks before they could put a larger idea in perspective and understand how it might connect to their lives.

Such learning is assumed to be culture blind and gender blind. **If all students work hard enough and memorize the same facts, all can get to the same desired end of understanding.**

It works for some

Certainly, through the years this approach to education has worked for some. (One suspects that good teachers found ways to connect facts to real life in their instruction even if the curriculum and the textbook did not call for it.)

But even when it appears to work, this method still tends to produce learners who can repeat what they have "learned" but who cannot use their learning to solve problems in the real world.

Meanwhile, the method also allowed large numbers of students to move through the system without acquiring the ability to succeed at college, at jobs or as informed citizens.

The Good News

The good news is that there is an explosion of activity across the country as new curricula and methods are being developed based on the belief that we will learn--much more easily--what is meaningful to us in the present. **The new curricula are based on solving problems, as well as learning basics, and recognize that the approach must change based on the gender, the culture and the interests of the learners.**

Changes in Connecticut

In Connecticut some school districts are rewriting their curricula to take into account these new directions. For instance, the Hartford Alliance for Mathematics and Science Education has National Science Foundation funds, both to help Hartford rewrite its curricula and to create curricula that other schools can use. In addition, the state has federal funding to rewrite curricula.

National Curricula Available

The state has also purchased several new curricula that were originally developed for students who thought they wanted to enter the work force directly after high school or who were unsure about how much or what type of post-secondary education they wanted to pursue.

The state makes the curricula available to local school districts for free, although there are can be costs involved for workbooks, equipment and teacher training.

Both teachers and students seem to be very enthusiastic about the courses, which incorporate the new approaches to learning.

Available from the state Department of Education are:

- **Applied Math;**
- **Principles of Technology (applied physics);**
- **Workplace Readiness (Personal Behavior, Group Effectiveness and Problem Solving Skills);**
- **Applied Communications (using communication, language arts and English skills in an applied setting).**

Applied Biology/Chemistry has just been developed, but has not yet been purchased by the state.

Recommendation:

1) The Council believes that applied curricula incorporate the best strategies from academic and "hands on" learning and recommends that the state put more resources into informing districts about the state-purchased curricula and, also, to support other local efforts at building new curricula by providing more opportunities for educators to share their knowledge and experiences.

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2) All students should have the opportunity to learn work skills, including appropriate behavior in the work place, working cooperatively with others, applying statistical analyses and using the tools of problem solving and decision making.

The Council agrees with those who point out that the skills that are needed in the modern work place are different from those needed in the past. Increasingly, work places are being organized so that decisions must be made by those workers "on the line," wherever that line may be--manufacturing plant, bank, retail store or government office.

To be able to make good decisions, workers must be knowledgeable about the demands of their work, but they also need some other skills that were identified by The Secretary's Commission on Achieving Necessary Skills in the Department of Labor.

The SCANS Report

Commonly referred to as "The SCANS Report," the report identifies five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

- **Resources** Effective workers need to be able to do the following:
  - **-Time**--Select appropriate activities to reach a goal; allocate the time needed to complete activities; prepare and follow schedules.
  - **-Money**--Use or prepare budgets; keep records.
  - **-Material and Facilities**--Acquire, store, allocate and use materials or space efficiently.
  - **-Human Resources**--Assess their own and others skills and distribute work accordingly; evaluate performance and provide feedback.

- **Interpersonal** Effective workers need to be able to:
  - **-Participate as a member of a team**
  - **-Teach others new skills**
  - **-Work to satisfy customer needs**
  - **-Exercise leadership**--Communicate well enough to justify, persuade and convince others.
  - **-Negotiate**--Work toward agreement
  - **-Work well with others from diverse backgrounds**

- **Information** Effective workers need to be able to:
  - **Acquire and evaluate information**
  - **Organize and maintain information**
  - **Interpret and communicate information**
  - **Use computers to process information**

- **Systems:** Effective workers need to be able to:
  - **Understand systems--**Know how social, organizational and technological systems work and operate well with them.
  - **Monitor and correct performance--**Determine trends, predict needed changes and correct malfunctions.
  - **Improve or design systems--**Develop new or alternative systems to improve performance.

- **Technology:** Effective workers need to be able to:
  - **Select technology--**Select the appropriate tools, including computers and other technologies.
  - **Apply technology to the task**--Understand and use the appropriate equipment.
  - **Maintain and troubleshoot equipment**

In addition to these competencies, which have not traditionally been part of the skills that our education system has tried to teach, the Commission also recommends that every student have a strong three-part foundation:

Basic skills: Read, write, perform arithmetic and mathematical operations, listen and speak effectively.

Thinking skills: Think creatively, make decisions, solve problems, visualize, know how to learn and reason.

Personal qualities: Display responsibility, self-esteem, sociability, self-management, integrity and honesty.

Recommendation:

2) The Council strongly supports the SCANS skills and recommends that the State Department of Education provide guidance to school districts on how learning the five competencies can be incorporated into K-12 curricula. This could be through workshops and/or sharing information about successful models in Connecticut or out-of-state schools.

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3) All teachers and students should know how to use technology: computers, scientific calculators, video equipment, laser disks and presentation software. The use of such tools should be fully integrated into the entire curriculum.

The entire work place depends upon computers. Sometimes the programs are simple, sometimes they are very sophisticated, but the ability to use computers to find or store or manipulate information is essential.

Because computers and other technical tools have enormously increased our access to information, the ability to find information is rapidly becoming more important than our ability to commit facts to memory.

For years education has been seen mainly as a labor intensive industry, and the emphasis has been on raising teachers salaries to improve the quality of the labor force that worked with students.

Today, schools must begin to see the purchase and use of technology as equally important in the effort to prepare students for the world in which they will live and work. Teachers must become facilitators in the student's effort to find information. The teacher can no longer be seen as "owning" the answers.

Recommendations:

3) The Council recommends that the State Department of Education provide additional guidance and support to school districts as they choose technology and put it into use. This could be in the form of workshops, written information and sharing of successful models.

The Council recommends that professional organizations that deal with teachers, administrators, Board of Education members and parents stress the importance of the purchase and proper use of technical tools.

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4) All students should have the opportunity to connect their studies to the work place through programs, such as "tech prep", community projects, internships, and youth apprenticeships.

Our failure to connect the studies of high school students to the real world is responsible, in large measure, for the fact that American young adults spend many more years floundering around, taking low paying, dead-end jobs without direction than their counterparts in other industrialized nations.

Better models are being developed. Carl Perkins monies are now funding "tech prep" programs between school districts and community/technical colleges that allow students in 11th grade to step on a path that integrates their high school studies with courses in a two-year college and time spent in a work place.

A Connecticut school, Shepaug Valley High School require seniors to identify a project in the community that they can research, analyze and present to a panel of peers, school board members and townspeople.

Youth apprenticeships are being developed by some schools, while others find intern positions for older students.

Recommendations:

4) The Council strongly recommends that the state Department of Education:

-Provide incentives to schools to involve all of their 11th and 12th grade students in programs that allow them to combine their studies with activities in the world outside school;

-Organize workshops and provide information about successful models;

-Create a commission to design a youth apprenticeship model for adoption by local districts;

-Supplement the Carl Perkins funding for "tech prep" programs and circulate information about successful models.

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5) All students should be taught with curricula and methods that recognize that individuals tend to learn in different, but equally valid, ways.

One of the most important concepts that is being discussed by educators today is that our gender, our race and our cultural background have an effect on our learning, just as much as our age and our so-called natural abilities do.

The manner in which material is written and how it is presented by a teacher has an enormous influence over whether students will be able to make the "connections" with the material that allow them to make it their own.

In addition, educators are also learning that doing something right is more important than doing something right in a short amount of time. Some students take more time than others to accomplish an educational task. Excellence of the product should be the goal, not quickness.

There is still a great deal we do not know about the differences in learning styles between male and females, Caucasians, African-Americans, Latinos and Asian-Americans, for instance, but it is vital to recognize that differences do exist and that if we want to reach our goal of an educated populace, we had better learn what they are.

Recommendation:

5) The Council recommends that the State Department of Education make available to school districts information about differences in learning styles and share information about models that take such differences into account.

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6) All students should have the opportunity to have their knowledge assessed by performance .

One of the major changes occurring in education is the recognition that multiple choice and fill-in-the-bubble tests not only are ineffective in determining what the student knows and can do, but also tend to drive instruction toward promoting the memorization of discrete facts rather than an understanding of how information can be used to solve problems.

Connecticut leads the nation in its effort to test all students on a statewide basis and to try to raise the standards of learning to a higher level through the feedback provided by the tests.

10th Grade Test

The state is in the process of developing a statewide 10th grade test which would provide information to students about whether they had accumulated the basic knowledge and skills necessary to succeed in the world of work or post-secondary education.

The test creators are attempting to design a test that would test the ability of students to use their knowledge to solve problems rather than to simply repeat facts.

Assessing knowledge through performance is not an easy task and is a relatively new field for standardized testing, but the Council believes it is important to continue in this direction.

The Council also believes that the 10th grade test has the potential to give employers and college admissions directors much more information about a graduate than is now available from the usual high school transcript. Most employers feel that just knowing that a person has received a diploma tells them very little about a job applicant. High school diplomas tend to measure "seat time" rather than skills and competencies.

Recommendation:

6) The Council recommends that:

- **The Department of Education's effort to make the 10th grade test a performance-based test continue to be pursued and that the state also identify ways to make the results of the tests an important part of each student's high school record, which could be consulted by both employers and colleges.**
- **The Department of Education continue to work on better assessment tools and provide information about successful models to local districts.**

7) All students have the right to know that they are being asked to do excellent work.

One of the important conclusions that has been made about our educational system is that, for the most part, we fail to expect excellent work of all our students.

We structure curricula so that the **time** in which students accomplish something is more important than whether they reach a high standard. Because we have made time a critical element, we make a judgment about whether students can do excellent work, quickly. If we think they cannot, we lower our standards for their work rather than give them more time to do it.

There are many reasons for making time a critical element, such as short school days and years, administrative ease of breaking the day into 50-minute segments and our wish to treat all same-age students in the same way at the same time.

But there are, in fact, no intrinsic educational reasons for not setting high standards for everyone and giving students the time and support that they need to reach the standards.

One of the results of our current approach is that a very small pecentage of students are held to high standards while the rest are expected to strive only for mediocrity or to fail. Not surprisingly, students do not become committed to work when it is perceived as being mediocre, and a vicious circle begins--low standards, poor effort, inadequate learning.

Commission on Excellence in Education for Connecticut

Public Act 92-143 created a broad-based commission which is charged with developing "a blueprint for the implementation and equitable funding of an outcome-based public education system that challenges, supports and prepares all students."

The Commission has not finished its work but is concentrating on issues of standards, performance assessments, curricula and teaching methods, governance, teacher development and funding and resources.

Recommendations:

7) The Council recommends that the State Department of Education and professional organizations in the state publicize the findings and recommendations of the Commission on Excellence in Education for Connecticut so that parents and local school board members understand the changes that must be made to education in the state.

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8) All students should have the opportunity to be in schools that are striving to improve their organization and management, such as with total quality education concepts.

The way the work of schools is organized and managed is one the areas that is attracting attention both in Connecticut and across the country.

Some schools have found that "total quality" concepts that were first put into practice in the business world can also be of use to education. The changes rest on the belief that schools must identify who their customers are and what they need and must put into place a process to continually analyze and improve the system for meeting their customers' needs.

A number of schools in Connecticut are exploring this approach to organization and management, and more are becoming involved through the efforts of the Forum and Clearinghouse on School-Business Partnerships, which is creating a Total Quality Institute. The Institute will offer educators training in the summer of 1993 in the concepts and tools of total quality.

Rrecommendation:

8) The Council is strongly in support of the effort to make information about Total Quality available to schools in the state and recommends that the state Department of Education make enough financial support available to the Institute so that staff can work quickly with all interested schools.

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9) All students should be in schools that understand and teach about the economy of the state.

The need to understand the economy of Connecticut is probably self-evident. What is more to the point is the question of how this is carried out in the schools.

A successful approach is one that makes use of the trend toward integrating the subject matter of one course with the subject matter of other courses that students are taking.

For instance, a school that is having students read literature from the nineteenth century while they are concentrating on the Civil War in social studies can include discussions about the way people in the nineteenth century earned their living in comparison to today.

Also, the state makes available to schools a Developmental Guidance and Counseling Curriculum that helps teachers incorporate information and activities about the world of work into their classes. Discussions about jobs and discussions about the economy should be closely related.

Conclusions and recommendations:

9) The Council recommends that the state Department of Education review the Developmental Guidance and Counseling Curriculum to determine whether it provides enough information about the economy of Connecticut. In addition, the Department should increase its efforts to have the curriculum adopted by local districts.

10) During the deliberations of the recent Task Force on Technical Education, the Task Force members were told that the standards for guidance counselors in the state do not require a background in knowledge about the economy or the labor market in Connecticut. The Council recommends that the state Department of Education revise the standards to include a substantial background in these areas.

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10) All students should be in schools in which administrators and teachers are leaders for change.

The Council believes that all schools need to have an institutionalized process for reviewing decisions and activities on a regular basis. The process should include administrators, teachers, students, parents and townspeople.

All change requires effective, committed leadership at the top.

THE CONNECTICUT ECONOMY

The Connecticut economy is in the process of making a series of major adjustments:

1) The decline in defense spending has created a loss of jobs in defense industries;
2) There is a decline in contracts in the commercial aerospace industry, that has led to layoffs;
3) The insurance and financial industries are restructuring to improve their profitability, leading to a loss of jobs;
4) Hundreds of other businesses, from sub-contractors to retail stores are dependent upon the health of our major industries and, consequently, are also suffering.

Where are we headed?

State government in Connecticut is making a major effort to encourage the growth of technology-based companies in Connecticut. The Connecticut Academy of Science and Engineering recently released a report, requested by the state, that outlines the basis for a Connecticut Industrial Policy.

Among other things, the report points out that recovering from declining defense expenditures will require policies that make it easier to modernize plants and equipment, to retrain skilled workers and professionals and to insure the attractiveness of our technology-based industries to investors.

The Academy's clearest message is, moreover, that as one set of industries adjusts to changing conditions, ways must be found to support the development of a new set of industries that can complete globally.

The Academy continues to recommend that the state encourage the development of business in the areas of:

1. Aerospace
2. Biotechnology
3. Computer applications
4. Energy systems
5. Materials technology
6. Medical technology
7. Telecommunications

These are the areas that the Academy identified in its 1987 report as having a base in Connecticut that would help further development. In its recent report it suggests adding "Environmental management," as well.

Using our strengths

The Academy makes a strong point:

> **"As a state in which the cost of doing business is relatively high, it is important that we are able to develop and exploit new, high-value-added innovative products. These products bring prices in the marketplace adequate to cover the costs and provide the income necessary to extend development and commercialization of new technologies."**

All of the areas recommended by the Academy have something in common: **they are all based on technology and require a work force with some technical background.**

Connecticut has always had a critical mass of skilled labor that could support the efforts of entrepreneurs to develop their products and bring them to market. However, much of that skilled work force is beginning to age, and despite the fact that skilled people are being let go during this period of recession, Connecticut has not been training skilled technical workers at the rate they are needed to support a fully-functioning technology-based economy.

A technology-based economy is what we will need to maintain our high rate of income.

THE STATE'S ABILITY TO SUPPORT TECHNICAL JOBS

Technology-based education is provided in Connecticut in several ways:

- **In some comprehensive high schools;**
- **In seventeen regional vocational-technical schools;**
- **In twelve community/technical colleges;**
- **In several four-year colleges and universities;**
- **In a number of private occupational schools; and,**
- **On-the job by employers.**

Over the past decade there has been a decline in the number of students who choose technology-based education in many of the state-funded institutions. This decline is due to many reasons:

- **Fewer available students;**
- **Fewer students with the background or motivation;**
- **A growth in non-technical areas that compete for students' attention;**
- **A perception that non-technical jobs are plentiful and easier to prepare for;**

-A lack of understanding that non-technical and non-professional jobs may dead-end at lower income levels; and,
-A mistaken belief that the state's economic future lies with non-technical, service sector jobs.

Non-technical jobs are easier to prepare for, and such jobs have been plentiful (although not during the recession). But the present administration and groups such as the Connecticut Academy of Science and Engineering have determined that the state cannot maintain its per capita income and qualilty of life unless it maintains a strong, and growing, technical base.

More students must receive a substantial background in math and science and technical knowledge and skills if Connecticut is to meet its goal of developing a new set of technically-based industries that can compete globally.

Recommendations:

11) The Council recommends that the Departments of Education and Higher Education:

-Allocate more resources to improving the teaching of math and science at all levels;
-Analyze the process by which non-technical programs are offered by institutions and chosen by students to determine whether the process makes sense in terms of the state's economic goals;
-Reallocate resources to programs that will support the state's goal of increasing technically-based industries in the state.

EDUCATION AND TRAINING FOR WORK IN CONNECTICUT

Background

The Carl Perkins Vocational Education and Technology Act is the major federal program to support vocational education in the state, while the Job Training Partnership Act (JTPA) is the major federal program to prepare low-income people and dislocated workers for jobs.

Because the federal government is interested in how the programs funded through both Carl Perkins and JTPA perform and how they coordinate with each other, the Council was asked to evaluate both programs.

THE CARL PERKINS VOCATIONAL EDUCATION AND TECHNOLOGY ACT

Carl Perkins funding in Connecticut amounted to about $9.3 million in 1991-92. Approximately $5 million was distributed to local high schools and regional vocational-technical schools based on a formula that identifies the number of disadvantaged and special needs students in the schools.

About $880,000 went to community/technical colleges and high schools that are running "tech prep" programs which allow 11th and 12th grade students to choose courses that are integrated with courses in a two-year college and which usually include time spent in a work place.

About $1.4 million was allocated to community/technical colleges that meet the formula for special needs students.

Funds are also provided for programs for single parents/displaced homemakers/single pregnant women; for special populations; for criminal offenders; to promote gender equity and for special programs in leadership by the state.

What Are the Carl Perkins Funds Accomplishing?

The Carl Perkins funds in Connecticut are helping the state's schools make the transition from the traditional ways of helping students prepare for the work force to the new approaches that were incorporated in the federal legislation that was passed in 1990.

Integration of vocational and academic vocational strategies -- Recipients of Carl Perkins funds in Connecticut now have to show that they are improving their programs by integrating vocational and academic strategies in their courses. The state has aided this effort by purchasing

nationally-developed applied curricula in physics, math, communications and work place readiness and making them available to schools. The curricula have been a great success in the schools that have adopted them.

Tech Prep-- School districts and community/technical colleges are enthusiastically adopting tech prep programs. The state has requested additional state funding so that more school districts can be helped to develop these programs for students.

Connecticut Vocational Education Initiative-- The state has been working intensively with several school districts that receive substantial Carl Perkins funds to help them review and analyze their entire program to prepare students for the work place.

The initiative has helped districts look at how to restructure their programs and has been enthusiastically praised by the districts involved. In addition, the effort has had the beneficial side effect of bringing together staff from different districts to share information and support.

Performance Standards and Core Measures

The state has now developed performance standards and measures that will make it possible for the results of every program funded by Carl Perkins to be measured, beginning with programs in the 1993-94 school year.

The performance standards will include the following measures:

-Vocational program awareness;
-Nontraditional enrollment;
-Vocational program access for special populations;
-Placement in further education, training, military service or employment;
-Relevancy of vocational program to labor market needs;
-Learner outcomes (Basic academic skills);
-Learner outcomes (Advanced academic skills);
-Learner outcomes (Employability skills).

A great deal of thought and effort went into the development of the performance standards, and their creation will make it possible, in the future, for individual programs to be judged against an agreed-upon, state-wide standard.

Does Carl Perkins Make A Difference?

Connecticut spends about $3 billion a year on K-12 education, so the $9.3 million available through Carl Perkins is a relatively small amount of the total.

Nevertheless, by concentrating the funds in schools with sizable populations of students with special needs, those schools that qualify get enough money to make a big difference in their programs. Schools are able to buy equipment, buy or develop new curricula, retrain teachers and provide needed assistance to special populations.

In addition, by making the nationally-developed applied curricula available to all schools, the state has put in motion a process that has the potential to encourage many schools across the state to revisit and revise the way they teach math and science to all students.

The "tech prep" program is already moving schools to recognize that there are many benefits to connecting the high school curriculum to the real world. Schools are looking at additional models, such as youth apprenticeship and community projects for students. Educators are coming to terms with the fact that there are many students, even in Connecticut, who are eager for good programs that are not confined to preparation for a four-year college.

In conclusion, the Carl Perkins funds appear to have an effect by stimulating change and experimentation throughout the educational system. With the adoption of performance standards next year, more information will be available on the effectiveness of individual programs.

THE FEDERAL JOB TRAINING PARTNERSHIP ACT (JTPA)

Organization

State level policy guidance for JTPA is provided by the Connecticut Employment and Training Commission (CETC). Administrative oversight is the responsiblity of the state Department of Labor (DOL).

JTPA programs and services are provided at the local level in nine Service Delivery Area regions (SDA's).

Private Industry Councils (PIC's) in each SDA region work in partnership with local elected officials to provide policy guidance, administer programs, develop service delivery strategies and evaluate program performance.

Most training programs and services occur within three programs: Title IIA provides funding for year-round programs for adults and youths; Title IIB is a summer program for youths providing work experience and academic enrichment; Title III provides services and retraining to dislocated workers who have lost their jobs due to layoffs or business closings.

JTPA funding in Connecticut amounted to about $14.4 million in 1990-91 and about $22 million in 1991-92.

Purpose of JTPA

According to the federal legislation, the purpose of JTPA is "to establish programs to prepare youths and adults facing serious barriers to employment for participation in the labor force by providing job training and other services. . ."

Do the programs in Connecticut meet the purposes of the Act? The answer to that question would have to be a qualified "yes." Individual programs run by the SDA's have been successful in giving many low-income people in the state the background they need to get a job, and the SDA's have generally been successful in meeting the performance standards for the program.

However, it is clear that the system does not have sufficient funding to help everyone who needs help and is most successful with those who come to it with some basic educational skills. Therefore, there are still many people who fall through the cracks.

In addition, the JTPA program should not be seen as a major source of support to the economy of the state. The number of people involved is too small and the skill level that most people attain is not high enough to serve that purpose. It is, in fact, a "second chance" program to get people started in the labor force. It is successful in doing that for some people.

Factors Affecting the Effectiveness of the JTPA System

Poor Economy

At present the major challenge confronting the SDA's is the rapid deterioration of the state's job market. It is difficult to find jobs for people who, in general, do not have many skills or much work experience. The number of jobs lost in the economy has closed opportunities for many marginally employable participants in the JTPA programs for adults.

The JTPA system statewide is struggling to place as many people in jobs as is required by federal regulations.

Dislocated Workers

In addition, recent economic trends have substantially increased the number of dislocated workers--workers whose jobs are lost as a result of declining defense industries or other structural changes in the economy.

Although the federal government is providing additional funds for dislocated workers, most SDA's use up those funds in the first quarter of the year and then either begin to turn eligible individuals away or provide services with regular JTPA funds.

Because dislocated workers typically have more skills than the usual low income JTPA client and because federal regulations require job placement as a measure of program success, regular JTPA clients are beginning to lose out to dislocated workers in the competition for training funds. Dislocated workers are absorbing more of the time, money and energy of the SDA's and the result is that fewer long-term unemployed are being served.

Limited Clientele

While JTPA is the major job training program aimed at helping low-income and disadvantaged, it is not generally well understood that it best serves a fairly limited clientele.

Because JTPA programs must place people in jobs within a short amount of time in order to meet federal regulations, the system is most successful with people who have at least a basic competency in reading, writing and arithmetic of approximately the 8th grade level and who are ready for skill training.

A very large portion of low income, disadvantaged people do not reach that educational level and need to work on their basic educational skills before they can be trained.

Although the new JTPA amendments try to address this problem, the fact remains that in order to successfully move larger numbers of people into the work force, the state needs to substantially increase its efforts to raise the educational level of unemployed adults.

Social Welfare or Economic Development?

The SDA's struggle with the fact that they are running what are basically social welfare programs at the same time that they are being asked to provide trained workers to support the state's economic development efforts. Employers want workers with a high level of basic education and work skills, but most of the long-term unemployed people who are eligible for JTPA programs not only need substantial education and training, but also help with child care, housing, transportation and medical benefits.

It is difficult to focus in two directions at once, and the SDA's work hard to connect JTPA job training with regional economic development efforts. They see a need to be able to marshall and direct resources more strategically and have taken steps to promote inter-agency, inter-program and inter-system planning and program coordination at the local level.

Work Force Development Boards

The state is in the process of setting up regional Work Force Development Boards that will coordinate a broad range of employment, education, training and related services in the region. At the present time it appears that each Board will also serve as the Private Industry Council (PIC) in the region so that federal JTPA funds will be coordinated along with funds from the Departments of Labor, Education, Income Maintenance, Economic Development etc.

Having an active Work Force Development Board in each SDA should put in place a system for coordinating federal, state and local funds for education and training for work with the state's economic development goals for the region.

New JTPA Amendments

Recent amendments to the JTPA law should bring about a major change in the JTPA system, beginning in July, 1993. The revised Title IIA program will put more emphasis on service to hard-to-serve, low-income individuals with at least one substantial barrier to employability. The summer jobs program is maintained, but a new Title IIC creates a year-round youth training program. It appears that more comprehensive case management systems will have to be put into place and that an individual strategy will need to be created for each applicant.

Most SDA's believe they already serve the adult population targeted in the new legislation anyway and do not expect their adult clientele to change significantly. However, the individualized strategies called for in the amendments may challenge the system of group training in classroom situations that is used in most SDA's. The amendments will allow, and

perhaps push, SDA's to buy slots in on-going education and training programs that meet the needs of their clients, rather than relying upon setting up whole classes of JTPA trainees, as has usually been the case.

In addition, the new Title IIC program poses potential challenges. It focuses on an out-of-school clientele that may be difficult to recruit and retain.

Difficult Transition

With the new program year beginning July 1, 1993, the state Department of Labor and the SDA's are planning for implementation of the amendments without substantial guidance or technical assistance from the federal Department of Labor.

Program Year 1993 will be a transitional year for JTPA as the SDA's try to refocus the basic adult and youth programs on a hard-to-serve, low income clientele, with more barriers to employability.

As a result JTPA's flexibility as a tool to meet employers' immediate needs may be limited.

In addition, the new Clinton Administration appears to have doubts about the usefulness of the JTPA program as it is now designed. Instead, the Administration appears to favor emphasizing the retraining of the already-employed work force, the retraining of dislocated workers and better education for students.

More changes in the program can be expected.

Are The Activities Funded by the Carl Perkins Act and JTPA Coordinated?

Coordination of JTPA services with programs in the vocational-technical schools, community/technical colleges and local school systems occurs on a limited scale rather than as a result of systematic efforts.

The SDA's tend to view the vocational-technical schools and the local school systems as relatively inflexible institutions unable to respond to changing market demands in a timely manner.

The vocational-technical schools and local school systems tend to view the JTPA system as overly bureaucratic, slow and procedural and tend to believe that there are not many incentives to pursuing JTPA funds. In addition, they are usually quite busy providing services to a non-JTPA client.

Local schools do get involved in summer youth programs, but the local schools and the vocational-technical schools are not often chosen as service providers for training for adults.

The examples of coordination that do exist appear to result from the instigation of individuals or a particular set of circumstances.

Changes in the Future

Because the new JTPA amendments will encourage SDA's to buy slots for clients in pre-existing training programs (rather than having an institution set up a whole class of JTPA clients), it is possible that there will be more coordination between the two systems in the future.

Each JTPA client will require an Individualized Service Strategy (ISS), in which educational background, skills and interests are assessed and an appropriate place is found for the client somewhere within the education and training system.

Coordination with Adult Education

Although the Council was not asked to comment upon coordination between JTPA and adult education, it believes that this question is very important. Most JTPA clients have a low level of basic education and need help to reach the point where they can make good use of skill training. It may be that to get the most out of the resources of JTPA, it will be necessary to increase the funds and the time allowed for adult basic education.

Recommendations for Change in the Education and Training for Employment System

12) Because the Council believes that high school education should be connected to the real world, the Council recommends that the state match the federal funds for "tech prep" programs, that it develop a youth apprenticeship program at the high school level and that it develop incentives for school districts to restructure their high school curriculum to help students make a connection between learning in school and the activities of the work world.

13) Systematic coordination of JTPA and education resources should be a clear state policy priority adopted by the Connecticut Employment and Training Commission. The Departments of Education and Higher Education should require that vocational-technical schools and community/technical colleges make programs and services available to JTPA clients.

14) The state should implement the regional Work Force Development Boards as quickly as possible. Specific links should be established between the Boards and the regional Economic Development Boards now being

created. Representatives of local school districts and regional vocational-technical schools should be active participants on the Work Force Development Boards.

15) The state Department of Labor should develop a technical assistance program that can provide necessary support to the SDA's as they begin to implement the new JTPA amendments.

16) The state's Human Services Cabinet should require state agencies to eliminate or modify operating procedures and policies that inhibit coordination of service delivery at the local level.

17) The Connecticut Employment and Training Commission and the Governor should clarify state policy concerning the strategic use of JTPA and vocational and technical training funds.

18) Local Job Service and Job Center offices in Connecticut should be linked programmatically to local JTPA activites and vocational education efforts, with oversight provided by the regional Work Force Development Boards. The annual Wagner-Peyser planning process should be used to ensure the Job Service delivery system is integrated with all education and training programs in the region.

19) Education and training services in JTPA should aim at helping clients achieve the skills to succeed at the state's 10th grade mastery test.

CONCLUSION

Council members recognize that creating institutional change is hard and, often thankless, work. But we are convinced that if the state is to reach its social and economic goals and if it is to continue to offer a high standard of living to its citizens, major changes will be necessary in the way we educate children and train, and retrain, our labor force.

STATE COUNCIL ON VOCATIONAL-TECHNICAL EDUCATION
PUBLIC HEARING
DECEMBER 3, 1992, 1:00-4:00pm

SUMMARY

Thirty people signed in for the hearing, most of whom testified. Additional people attended to hear the testimony. Some written testimony was sent in lieu of an appearance.

The testimony was directed to members of the State Council--Lauren Weisberg Kaufman, Robert Ruggiero, Thomas Sportini and Carl Swartz-- as well as Anne Wingate, Executive Director. Lauren Weisberg Kaufman chaired the hearing.

The Public Hearing was intended to address four specific issues:

1) The State Council's belief statement;

2) Whether the structure of the vocational-technical schools should be modified;

3) Whether a youth apprenticeship model should be developed for all high school students;

4) The effectiveness of the Tech Prep program;

In addition, any other issue related to education in Connecticut was open for comment.

The Testimony

Many who spoke supported the belief statements that represent the Council's point of view on education. An additional belief statement was recommended: that all students should commit to working and learning.

Almost all responses related to the issue of the structure of the vocational-technical schools with little comment on the other issues that were to be part of the discussion.

Three points were made in support of the change in the structure of schools from the current 9th-12th system to 11th and 12th grade technical centers:

- students are too young in 8th grade to make lifetime decisions
- the v-t schools should not offer the regular high school program
- the v-t schools should offer only technical courses, and only after 11th grade

Most who testified were opposed to the present v-t system being changed to a system of technical schools for older students. The reasons for the opposition were unspecific, in many cases, and included:

- would jeopardize the continuity of the present system
- the system should be kept as is and needs state support to expand in certain trade areas
- the schools are serving their customers (students) as they are now
- the schools are meeting many of the vocational needs in Connecticut
- important to provide regular high school program along with vocational training
- 90% of graduates become employed in their chosen trade
- there is no evidence that the v-t schools are failing or are ineffective
- students and graduates have not been critical of the system
- waiting until 11th grade to begin occupational training is too late
- the whole technical education system would be weakened if it were shortened
- four years of training in the work ethic is an important aspect of the v-t schools
- it is difficult for some students to make a change after 10th grade

The following general comments were made by the speakers:

- v-t schools should re-consider their mission, in light of the needs of the economy
- should increase programs for adults and students in 10th, 11th, 12th
- need to implement flexible scheduling in v-t schools
- students should be able to enter the system at different times/need a flexible system
- continue and expand tech prep programs
- vocational education is not sufficiently funded
- more than one model of education is needed; need a repertoire of programs to meet a variety of needs
- the Council's role in resource development should be explored -- funds needed for research and development and curriculum overhaul
- must train students for jobs that will exist in the future - increase emphasis on technology and industry
- need to increase interaction between industry and v-t instructors
- v-t schools should be promoted in the lower grades
- students need to know about apprenticeship options early, by 8th or 9th grade, and that a 4-year college is not only option

The hearing was adjourned at 4:30pm.

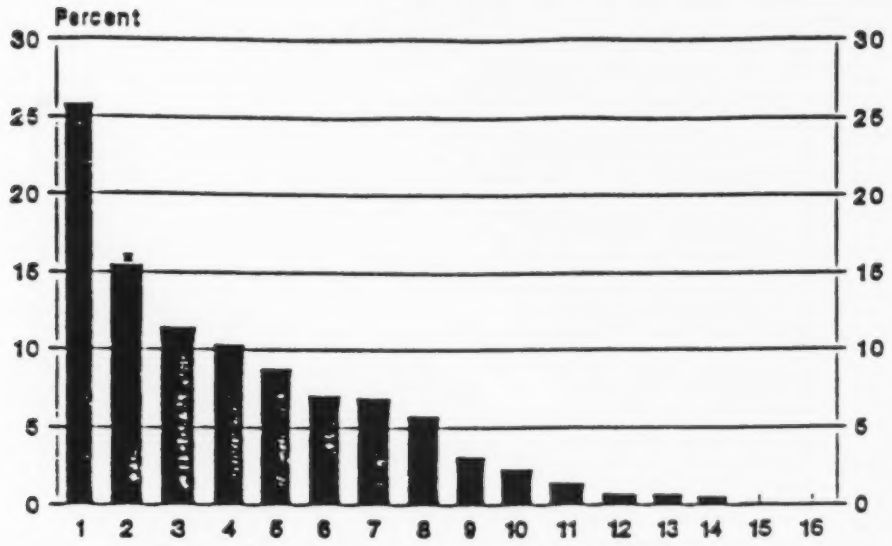
ESTIMATED CARL D. PERKINS ACT BUDGET 1990-91*

PROGRAM	STATE PLAN
Admin/Leadership	
Administration (7%)	576,721
Sex Equity - 60,000	
Leadership	1,071,053
SOICC - 70,000	
TOTAL (20%)	1,647,774
Title II A	
Disadvantaged (22%)	1,685,673
Handicapped (10%)	766,215
Corrections (1%)	76,622
Adult (12%)	919,458
Bilingual - 270,000	
Adult VJ8+ - 647,819	
Single Parent VJ8+ (8.5%)	651,283
Sex Bias Elim. (3.5%)	268,175
TOTAL II A	4,367,426
Title II B	
At-Risk Youth	100,000
High-Tech Equipment	1,000,000
Guidance/Counseling	190,000
Prof. Development	250,000
Curr. Development	100,000
Innovative	120,000
incl.: VIP [10K]	
Exploring Tech Prep [10K])	
VSOs	207,000
POW	150,000
Performance Standards/Other	106,671
TOTAL	2,223,671**
TOTAL II B (43%)	3,294,724
TOTAL BASIC GRANT	8,238,871
Title III Part A	
CBOs	106,655
Title III Part B	
Consumer Homemaking	
CHE Grants	92,176
Depressed Areas	113,761
Statewide/Leadership	114,870
Administration (6%)	20,477
TOTAL	341,284
TOTAL STATE GRANT	

* estimate based on Basic Grant of $8,238,871. The same budget is estimated for Year Two of the State Plan.

** without leadership

SECONDARY ENROLLMENT OF PERKINS FUNDS
1991-92



Total Secondary Allotment: $4,782,428

KEY

1- Equipment
2- Guidance
3- Remediation
4- Supplementary Services for Special Populations
5- Curriculum
6- Inservice
7- Instructional Materials
8- Funds for Other e.g. VSO's, Travel, etc.
9- Job Training
10-Special Populations Coordinator
11-Administration
12-Tech-Prep
13-Allocated to Other Agencies for Training :: Services
14-Adaptation of Equipment
15-Programs Linked to Economic Development
16-Apprenticeship Programs

CONNECTICUT TECH-PREP GRANTS
1991-1992

GRANTEE	PROJECT DIRECTOR TELEPHONE NUMBER	TITLE OF PROJECT	AMOUNT REQUESTED
DANBURY PUBLIC SCHOOLS 1 SCHOOL RIDGE RD DANBURY CT 06811	DONALD POTHIER 797-4851	TECH-PREP EDUCATION - A NEW OPPORTUNITY FOR STUDENTS	$ 15,862
GREATER HARTFORD CC 61 WOODLAND ST HARTFORD CT 06105	FRAN CHIARMONTE 520-7809	PROJECT ADVANCE	$ 25,000
MANCHESTER CC 60 BIDWELL ST MANCHESTER CT 06040	ROBERT FORTIER 647-6200	INTECH (INDUSTRIAL TECHNOLOGY TECH-PREP COOPERATIVE PRGM	$ 24,948
GREATER NEW HAVEN STC 88 BASSETT RD NORTH HAVEN CT 06473	GEORGE HARRIS 234-3345	ECONOMIC RECOVERY IN CT	$ 25,000
NEW LONDON PUBLIC SCHOOLS 134 WILLIAMS ST NEW LONDON CT 06320	GARY BURGARD 447-1435	TRAINING SUPER TECHNICIANS	$ 25,000
NEW MILFORD PUBLIC SCHOOLS 50 EAST ST NEW MILFORD CT 06776	KORYNNE TAYLOR 350-6647	TECH-PREP IN BUSINESS AND OFFICE EDUCATION	$ 12,500
NORWALK STC 181 RICHARDS AVE NORWALK CT 06854	ROBERT ZABEK 855-6634	TECHWAY PROGRAM	$ 25,000
QUINEBAUG VALLEY CC 742 UPPER MAPLE ST DANIELSON CT 06239	GAIL MELLOW 774-1160	NORTHEASTERN CT ALLIANCE FOR TECH-PREP	$ 25,000
SOUTH CENTRAL CC 60 SARGENT DR NEW HAVEN CT 06512	NINA RUCKES 789-6936	FOOD SERVICE 2+2 PROGRAM	$ 21,687
THAMES VALLEY STC 574 NEW LONDON TNPK NORWICH CT 06360	LINDA JACOBSEN 886-0177	TECH-PREP IN MANUFACTURING ENGINEERING TECHNOLOGY	$ 30,000
VERNON PUBLIC SCHOOLS 30 PARK AVE VERNON CT 06066	JOSEPH LA ROSA 875-1960	ALLIED HEALTH/TECHNICAL EDUCATION PROGRAMS	$ 24,300
WATERBURY PUBLIC SCHOOLS 236 GRAND ST WATERBURY CT 06702	JOHN ORIS 574-6892	TECH-PREP EDUCATION - WTBY STC AND WTBRY PUB SCHOOLS	$ 25,000

TITLE IIA*
JOB TRAINING PARTNERSHIP ACT
SERVICE DELIVERY AREAS

Service Delivery Areas	Labor Market Area
SDA 1	Ansonia/Bridgeport/Norwalk/Stamford
SDA 2	Bristol/New Britain
SDA 3	Danbury/Torrington
SDA 4	Danielson/Windham (Northeast)
SDA 5	Hartford
SDA 6	Meriden/Middlesex
SDA 7	New Haven
SDA 8	New London/Norwich (Southeast)
SDA 9	Waterbury

TITLE IIA PARTICIPATION AND TERMINATION SUMMARY
PROGRAM YEAR: JULY 1, 1990 - JUNE 30, 1991

Service Delivery Areas

	01	02	03	04	05	06	07	08	09	All
Participants	635	157	193	267	553	233	450	233	332	3,053
Terminations	599	115	147	192	503	202	419	205	304	2,686
Entered Employment	248	69	110	97	190	63	260	101	164	1,302
Average Wage	7.79	9.05	7.54	6.70	7.51	8.75	7.08	6.12	6.39	7.29
Youth Employability Enhancements	123	21	25	18	85	76	38	77	45	508
Other Terminations	228	25	12	77	228	63	121	27	95	876
Positive Termination Rate	61.9%	78.3%	91.8%	59.9%	54.7%	68.8%	71.1%	86.8%	68.8%	67.4%

*Does not include 8% and 3% Title IIA programs.

*Title IIA
Job Training Partnership Act
Service Delivery Areas

Service Delivery Areas	Labor Market Area
SDA 1	Ansonia/Bridgeport/Norwalk/Stamford
SDA 2	Bristol/New Britain
SDA 3	Danbury/Torrington
SDA 4	Danielson/Windham (Northeast)
SDA 5	Hartford
SDA 6	Meriden/Middlesex
SDA 7	New Haven
SDA 8	New London/Norwich (Southeast)
SDA 9	Waterbury

Title IIA Participation and Termination Summary
Program Year: July 1, 1991 to June 30, 1992

Service Delivery Areas

	01	02	03	04	05	06	07	08	09	All
Participants	800	233	236	281	744	244	641	467	511	4,157
Terminations	677	202	184	174	568	205	500	377	459	3,346
Entered Employment	280	132	112	108	164	85	239	196	217	1,533
Average Wage	7.65	7.25	6.63	6.72	7.07	7.25	6.60	6.53	6.07	6.86
Youth Employability Enhancements	107	37	37	3	222	47	147	130	145	875
Other Terminations	146	33	35	63	123	68	114	48	97	727
**Positive Termination Rate	78.4%	83.7%	81.0%	63.8%	78.3%	66.8%	77.2%	87.3%	78.9%	73.8%

*does not include 8% and 3% Title IIA programs
**positive termination rate = total terminations - other terminations

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JTPA PROGRAM OVERVIEW

	TITLE IIA	TITLE IIB Summer Youth Employment and Training Program	TITLE III Economic Dislocation and Worker Adjustment Assistance
ELIGIBLE PARTICIPANTS	• Economically disadvantaged • Adults 22 years and older • Youth aged 14-21	• Economically disadvantaged • Youth aged 14-21	• Dislocated workers
SERVICES PROVIDED	• Basic skills education • Occupational skills training • On-the-Job training • Youth competencies development • Job search assistance and job placement • Support services (child care, transportation, etc.)	• Summer work experience • Remedial education • World of work orientation	• Rapid response intervention • Basic readjustment training • Retraining
TYPICAL SERVICE PROVIDERS	• Community-based organizations • Social service agencies • Local school systems • Employers • Proprietary schools • Community and technical colleges		